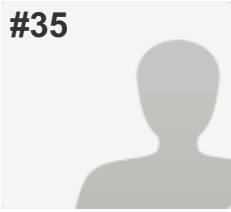


#35

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 15, 2016 1:35:31 PM**Last Modified:** Wednesday, June 15, 2016 2:49:32 PM**Time Spent:** 01:14:01**IP Address:** 216.248.73.26

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Q1: Name of School District:	Carroll Community School District
Q2: Name of Superintendent	Robert J. Cordes
Q3: Person Completing this Report	Robert J. Cordes

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
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Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q7: 2a. Local TLC Goal

To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with IPDM.

Q8: 2b. To what extent has this goal been met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Feedback from staff members indicated 85% satisfaction with the first year of Professional Learning Communities. Evidence includes collaboration during professional development time, in addition to, teacher quality time before or after the contract day to improve curriculum, instruction, and assessment as demonstrated on the PLC logs.

District data in the area of reading on FAST and IGDIs has improved from previous years in grades preschool - 6 as a result of grade level and department PLC meetings. Iowa Assessment data results show 87.98% of students in grades 3 - 11 were proficient in the area of math, 87.81% proficient in science, and 87.06% proficient in the area of reading. CCSD students exceed the national norms on MAP testing in all grades 3 - 11.

Thirty-seven teachers and five administrators will be attending a Professional Learning Communities Conference (Solution Tree) in Minneapolis, MN in June 2016 to improve the PLC throughout the district.

Q10: 3a. Local TLC Goal	<i>Respondent skipped this question</i>
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Impact of TLC Plan - 2015-2016

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

To improve student achievement through the establish of teacher leadership roles.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Thirty-two teachers participated in the first year of the TLC plan at Carroll CSD, which exceeded the 25% threshold. Four model teacher positions remained unfilled at the middle school.

Iowa Assessment data results show 87.98% of students in grades 3 - 11 were proficient in the area of math, 87.81% proficient in science, and 87.06% proficient in the area of reading. While this was not an increase from the previous year in the percent proficient, the data remains very strong - all areas were within 1.5% of the percent proficient from the 2014 - 2015 school year.

District data in the area of reading on FAST and IGDIs has improved from previous years in grades preschool - 6 as a result of grade level and department PLC meetings.

CCSD students exceed the national norms on MAP testing in all grades 3 - 11 in reading and math.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

To ensure all students received instruction supported through the Iowa Core Curriculum.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Through conversations with teachers in PLCs, meeting minutes, learning logs, and evaluation conferences, a majority of teachers felt supported by the teacher leaders during professional development which aligned the curriculum to the Iowa Core. Teacher observations indicated Iowa Core standards were being implemented throughout the curriculum.

During professional development time, teachers are provided an opportunity to discuss the rigor and relevance of the implementation of all standards to ensure every student is receiving the Iowa Core in all areas.

The exploration of moving to Standard Based Report Cards will reflect what students know and are able to do related to the Iowa Core.

Q19: 6a. Local TLC Goal

To develop and sustain the capacity of teachers to provide evidence-based instruction with a Multi-Tier System of Supports framework.

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Elementary and middle school buildings have been implementing MTSS for several years. The high school building is exploring MTSS through the development of the MTSS lead team and professional development throughout the 2015 - 2016 school year. MTSS PLC groups analyze subgroup data with the intention of closing the achievement gaps that exist. The goal of the MTSS process is for ALL students to grow academically by including all staff in the data-based decision-making process.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

More involvement and accountability from all teacher leaders. The district needs to provide more direction and professional development for its teacher leaders to become more successful.

Collect more data from teacher leaders, those that are not teacher leaders, and administrators.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The elementary instructional coach provided fidelity checks on an instructional strategy (PRESS), literacy center ideas, and skills to work on during guided reading.

The technology instructional coach provided guidance and direction on implementing STEM units in a variety of classroom. The technology coached introduced coding and robotics to elementary and middle school students and teachers.

Mentees indicated assistance from mentors on a variety of lessons and mentors assisted with many questions relating to instructional strategies.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.